Meet the Specialists!

The [College and Career Readiness](#) (CCR) division at the IDOE is comprised of experienced educators ready and willing to help you with your content needs. Many of the specialists are available for in-person and virtual school and district PD.

Bruce Blomberg
Social Studies
Jarred Corwin
Secondary Science/STEM
Nick Flowers
Elem. Math/Science/STEM
Dena Irwin
Business/Marketing/IT
Sue Henry
Health Science/Heath/P.E.
Julia Johns
Alternative Ed/Literacy

Jill Lyday
Literacy/Hoosier Family of Readers
Alyson McIntyre-Reiger
FACS and Work Based Learning
Amy Marschand
High Ability
Melanie Martz
Secondary Literacy
Davis Moore
Trade and Industry

Bill Reed
Secondary Math/STEM
Mary Rinehart
Engineering and Technology
Jill Woerner
Global Learning & World Languages
John Wolf
Elementary Literacy

Click on the specialists' name to email them!

Assessment Updates

The IDOE is pleased to announce the ISTEP+ "Experience" opportunity is now available through Pearson. "Experience" is presented via the Pearson online platform (TestNav 8) that will be used for ISTEP+ online testing, as well as IREAD-3 online testing. The purpose of "Experience" is for students, educators, parents, and community members to see how test items similar to those on the **ISTEP+ Part 2** assessment are presented in the online system.

download.testnav.com

Send Feedback!

Teachers' Toolbox is looking for responses and reactions to this resource, please complete the survey.

http://tinyurl.com/zh8xkx6

Free Books

Hoosier students have access to thousands of free online books in 2016. From now through December 31, 2016, students, families, and educators have access to more than 5,000 free, online books through the myON Digital Library. Books will be available in both English and Spanish. Visit the [IDOE Hoosier Family of Readers' website](#) for information.

myON BOOKS

A Note from... Jenny Berry, Director of College and Career Readiness

Dear Colleagues,

It is a pleasure to welcome you to the first issue of the *Teachers' Toolbox* resource! Our goal is to provide educators with tools, activities and resources that are accessible and ready for you to use right away!

College and Career Readiness is about preparing ALL students for next level success through evidence-based best practices, inquiry and innovation. Thank you for all you do to get students ready; as a teacher myself for 21 years, I know you do not hear that often enough. We hope you find the resource useful, please feel free to share with us any feedback, comments and/or suggestions for future issues!

Yours in Education,
Jenny Berry,
Director, College and Career Readiness

LEARNING CONNECTION

Providing data, resources and tools to support student achievement

Many of the specialists also maintain Learning Connection Communities for their content area. Below you will find directions on how to join the Learning Connection and the names of communities that may be of interest to you!

- "Teachers of Students with High Abilities"
- "Curriculum and Instruction"
- "Assessment Information for Teachers"
- "Social Studies Collaborative"
- "Indiana Literacy Liaisons…Read On, Indiana!"
- "Elementary Math, Science, and STEM"
- "Literacy in the Middle" (Middle School)
- "Indiana Mathematics"
- "Health Educators"
- "Science Educators Discussion Group"
- "Secondary ELA/Literacy Collaborative"
- "World Languages and Cultures"
- "Family and Consumer Sciences Educators and Friends"
- "Indiana Engineering and Technology Education"
- "Business Marketing and IT Education
- "Alternative Education"
- "AP Teachers and Coordinators"

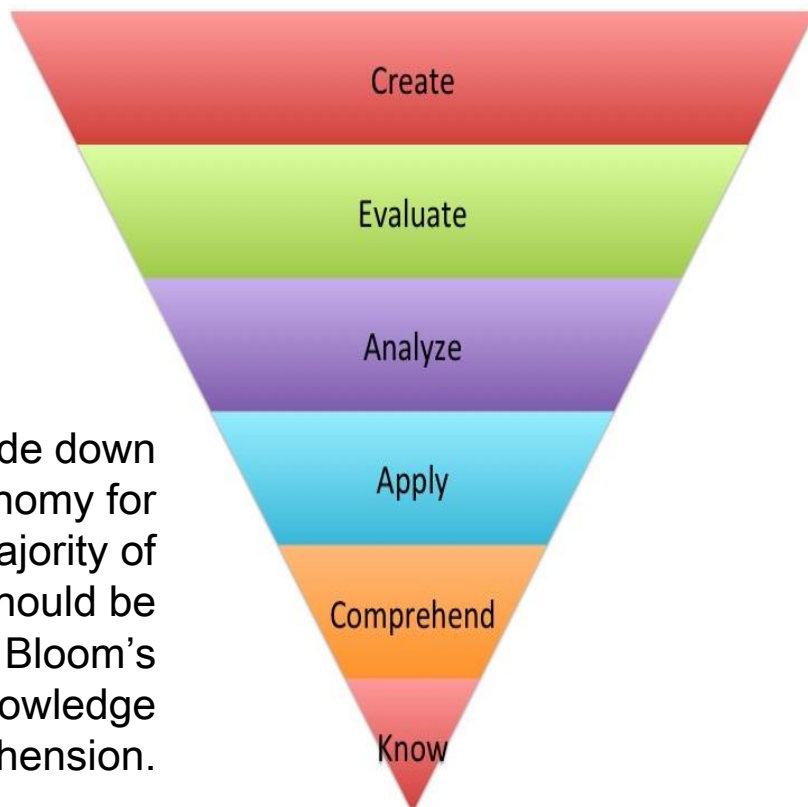### Directions for joining the Learning Connection:

1. Go to *www.learningconnection.doe.in.gov*
2. Join/log in to Learning Connection
3. Choose "My Communities," then click "Find A Community"
4. Leave "IDOE Community" search option filled
5. Type in the name of the community into the keyword box

Tips for meeting the needs high ability learners in ALL classrooms

Think about using an upside down version of Bloom's Taxonomy for high ability learners. The majority of the instructional time should be spent on the higher levels of Bloom's taxonomy rather than knowledge and comprehension.
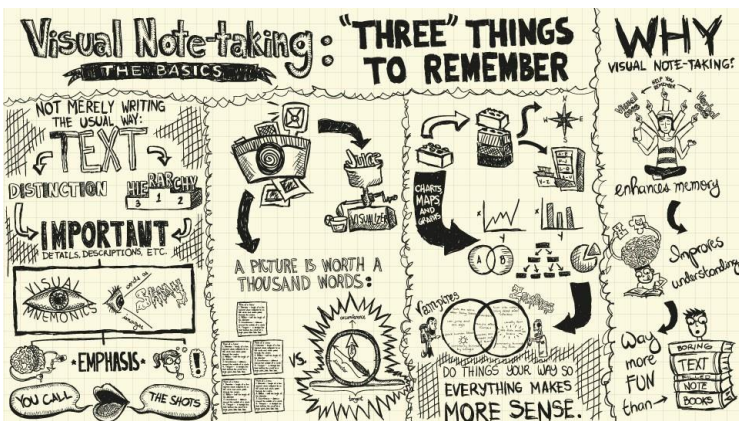
Create

Evaluate

Analyze

Apply

Comprehend

Know

Provided by Amy Marschand, IDOE High Ability Coordinator

Elementary STEM

One reading strategy that we can use for comprehension is to visualize the text. The fourth math process standard has students making models to make the math visible. Incorporating Visual Note-taking (Sketchnotes) is a great strategy to help students retain the information by write their notes using a combination of words and pictures. Click the picture for a short video.

Where are we in the adoption of the new science standards?

The current drafts closed for public comments on Friday, February 5th. The next step is to review the public comments and make any changes that are needed. The goal is to have the standards ready for the State Board of Education this spring. More information will be coming.
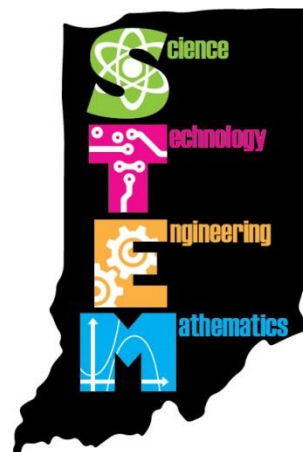
Check this Math App Out:

Bedtime Math

Free

Parents know to read to their kids at night, but what about math? Bedtime Math's mission is to make math a fun part of kids' everyday lives, as beloved as the bedtime story. Choose the Math Problem of the Day, or explore over 400 additional math problems with various zany topics. Each has three levels of challenge and many also have harder questions for really big kids, grown-ups, and anyone who's feeling brave!

Looking Ahead…

In future editions, I will be breaking down the process standards and how they help students become mathematically proficient.

Connect with me…
Nick Flowers

E-mail: nflowers@doe.in.gov

Learning Connection Community:
Elementary Math, Science, and STEM

Twitter: @MrNickFlowers
Use #INelemSTEM to showcase the great science, technology, engineering, and/or math activities going on at the elementary setting.

Connect, Correct and Cite, Collect Close Reading Strategy

Title: _____

✓ **Connect** to the passage topic and activate prior knowledge: Before reading the passage, try to answer the following questions:

Connect

1.
2.
3.
4.

✓ Do a first read of the passage.

✓ **Correct** any misunderstandings about the topic based on reading the passage and *cite* the evidence: Revisit the four questions above and either correct your answers or find the correct answers in the text, and then cite the evidence for each question.

Correct and Cite

1.
   Evidence:
2.
   Evidence:
3.
   Evidence:
4.
   Evidence:

Click on the image to download the template!

✓ Do a second reading of the text and *collect* the main idea, supporting ideas, and details:

Collect

Connect, Correct and Cite, Collect

"Connect, Correct and Cite, Collect" is close reading strategy that can be used with fiction or non-fiction texts. A close reading is a multiple reading of a text with a different purpose given to the student each reading. The "Connect, Correct and Cite, Collect" strategy walks the students through a close reading of a text step by step. Guiding students through structured activities before and after they read can improve their comprehension of challenging material. The teacher will need to provide the questions. These questions may be varying levels of DOK and some text-dependent questions. This strategy was adapted from the "Developing Reading Comprehension Skills" written by the Northern California Branch of the International Dyslexia Association.

Steps:

1. Activate prior knowledge by *connecting* before initial reading.
2. Do a first read of the passage.
3. Revisit questions and *correct* any misunderstanding and *cite* evidence for the answers.
4. Do a second read of the passage.
5. *Collect* the main ideas, supporting ideas and details.

Resources: Check out these text ideas!

- **"Time for Jazz" (Lexile 800)**
  http://www.readworks.org/passages/time-jazz
- **"Have violin, will travel: Students find new paths with N.C. music program"** https://newsela.com/articles/classicalmusic-students/id/14064/

Global Learning in ELA

Without adding more to your plate, you can globalize your classroom . In collaboration with Indiana University, we have your content standardized with examples of how to implement them using a global lens. Here's an example:

Grade: 7   **IAS 2014:** 7.RV.3.3
Standard Description: Interpret figures of speech (e.g., literary, religious, and mythological allusions) in context.
Suggestion for Integrating International Content: Have students compare American vocabulary with that of other languages and consider how idioms are used in the U.S. in contrast to how those phrases are expressed differently in other countries.

Stay tuned for the full version for all grade levels to be released so you can do this with every standard!

Provided by Jill Woerner, IDOE Global Learning Specialist

Silent Tea Party
A pre-reading activity for challenging texts

Standard: 9-10 RL.1
Materials: questionnaire sheet and quotations from text (see example here)
Procedure:
-With questionnaire and quotations in hand, students will **silently** walk around the room and shake hands with each other.
-As they shake hands, they will exchange quotes. While still standing together, each student will take the other student's quote and answer a question on their questionnaire.
-After they use the quote to answer a question on the questionnaire, they will return the quote to the student.
-Repeat with a different student until questionnaire is complete.
Resource:
https://www.teachingchannel.org/videos/pre-reading-strategies

Content News

ISTEP+ ELA Experience
This YouTube video was released by the IDOE Office of Student Assessment providing some guidance on Technology Enhanced (TE) items, as well as, online tools available to students testing online for Part II of ISTEP+. Access the video at:
https://www.youtube.com/watch?v=und2rfKeXRg&feature=youtu.be

Specialist Contacts

Melanie Martz
(317) 232-9013
mmartz@doe.in.gov

Jill Lyday
(317) 232-0867
jlyday@doe.in.gov

Julia Johns
(317) 233-4936
jjohns@doe.in.gov

Secondary Science

Cooperative Learning: Jigsaw

The jigsaw strategy has been utilized and modified since it's original conception in the 70's. It is easier to implement with some topics than others and can be used to help students examine smaller pieces of a big picture or process. It forces students to develop interpersonal skills, communications skills, cooperate with peers, and hold themselves and others accountable for learning. Do not expect perfection the first time with this strategy. It takes time for students to recognize their responsibility in the learning process. For implementation tips visit https://www.jigsaw.org/tips/

10 steps to a jigsaw activity   https://www.jigsaw.org/#steps
1) Divide students into groups (4,5, or 6 depending on class size)
2) Appoint a group leader
3) Divide the content into segments
4) Assign each student in the group a separate segment
5) Give students time to read/research their segment to become familiar.
6) Have students of the same segment come together to share and become experts of their content
7) Bring students back to their original group
8) Have each student present their segment, other students ask questions
9) Teacher floats from group to group, observe and ask prompting questions
10) Quiz/formative assessment

Resources:

Biology sample lesson
http://tinyurl.com/biojigsaw

Chemistry sample lesson
http://tinyurl.com/chemjigsaw

Physics sample lesson
http://tinyurl.com/physjigsaw

Engage prior knowledge, Set the Stage

At times, students do not see the whole picture as we start to present information. Making a real world tie and a quick summary of what's to come, can inspire curiosity, give perspective to the information, and provide a launching point for learning. There are many avenues to achieve this with using only a few moments of class time. You can provide a current news article that relates to the material, show a YouTube clip, a popular game that has the science content embedded, a laboratory demonstration, movie previews, or a multitude of other options. This is also a great way to help identify student misconceptions, level of exposure to the content, and to answer the age old question of "Where is this ever going to show up in normal life?" before you hear it a multitude of times.

Resources:

Free Resources
http://www.doe.in.gov/elearning/digital-resources
Discovery Education
http://www.discoveryeducation.com/
Crash Course on YouTube
https://www.youtube.com/user/crashcourse

Content News

As you perform labs and demonstrations in your classroom, continue being safety conscious.
Be sure that you have your students wearing goggles.

http://www.nsta.org/safety/

Specialist Contact

Jarred Corwin
jcorwin@doe.in.gov
Secondary Science and STEM Specialist

Follow us on the
Learning Connection
Science Educator's Discussion Group

Asking Good Productive Questions

Teachers need to be questioning our questioning strategies. They need to be examining the Depth of Knowledge (DOK) skills they are asking their students to achieve. It is very easy to ask the students to recall facts, definitions and/or procedures. Teachers need to be asking students "why" those facts, definitions, or procedures apply to a particular problem. They need to be increasing the DOK levels for students requiring them to think about the mathematics they have learned. If teachers could adopt a 2:1 ratio in their questioning skills for students, we would see both a rise in students mathematical abilities and in their math assessment scores. The 2:1 ratio means for every two DOK level 1 questions the teacher asks the students, the teacher must ask a DOK level 2 or a DOK

level 3 question to the students. The current research shows that teachers ask far too many DOK level 1 questions and never ask students to think, apply or relate the mathematics they are learning. In the NCTM book *Principles to Actions : Ensuring mathematical success for all* (p. 41) it states "*Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.*" Effective mathematics teaching relies on questions that encourage students to explain and reflect on their thinking as an essential component of meaningful mathematical discourse. Purposeful questions allow teachers to discern what students know and adapt lessons to meet varied levels of understanding, help students make important mathematical connections, and support students in posing their own questions. However, merely asking questions is not enough to ensure that students make sense of mathematics and advance their reasoning. Two critical issues must be considered—the types of questions that teachers ask and the pattern of questioning that they use. Have you examined your questions habits lately? I challenge you to do so. See what opportunities you might be missing in your classroom with your questioning skills.

Research and further reading to support the use of asking good productive questions.

Herbel-Eisenmann, Beth A., and M. Lynn Breyfogle. "Questioning Our Patterns of Questioning." *Mathematics Teaching in the Middle School* 10, no. 9 (2005): 484–89.

McTighe, Jay, and Grant P. Wiggins. *Essential Questions: Opening Doors to Student Understanding*. Alexandria, Va.: Association for Supervision and Curriculum Development, 2013.

Resources:

- http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_AskingEffectiveQuestions.pdf
- http://www.ccresa.net/wp-content/uploads/2012/06/Blooms-DOK_math-sci4.pdf
- http://svesd.net/files/DOK_Question_Stems.pdf

Content News

Coming Soon on the IDOE Mathematics Standards Web-page: IDOE has partnered with APTipIN to provide Calculus, Stats and Computer Science videos and instructional resource materials . Coming in February for all Calculus teachers in Indiana, materials that APTipIN's Brian Passwater created to help AP Calculus teachers will be available.

Specialist Contact

William Reed
Secondary Math and
STEM Specialist
wreed@doe.in.gov
317-232-9114

Social Studies

As we approach Indiana's 200th birthday of statehood in 2016, there will be a growing interest in the Indiana story. Such a significant anniversary affords a useful opportunity to review where we have been, appraise our present position, and plan our future development. Hoosiers have enjoyed two centuries of democratic self-government. Only a small percentage of the world's population can claim as much. With the example of our ancestors to inspire us, we should begin our second 200 years with the determination to build an even better state with a greater degree of opportunity and freedom for all.

The Bicentennial Resources on our Bicentennial Resource page aim to honor our state's 200 years of history. These links offers the reader a guide to our state. It offers information about our history, government, our emblems and symbols, and historic sites throughout the state, museums and much more

CLICK ON THE INDIANA FLAG TO ACCESS OUR BICENTENNIAL RESOURCE PAGE

TEACHING WITH PRIMARY SOURCES
Professional Development Opportunity

Frankton High School, in conjunction with the Indiana University Center on Representative Government and the Library of Congress, present: *Teaching with Primary Sources: The Civil Rights Era*
Topics will include:
- *Primary vs. Secondary Sources*
- *Photo and Print Analysis Tools*
- *Using the Library of Congress on the Web*
- *Freedom Summer App*
- *Annotating Primary Sources*
- *Analyzing the Legislative Process*

WHERE?   Frankton High School
WHEN?   Wednesday, March 9, 2016 8 AM - 3:00 PM

There is no cost to attend, attendees will earn 6 PGPs

Register using the following
Link: **http://goo.gl/forms/b9EHbGddo1**

The Library of Congress will reimburse for substitute

THE CHOICES PROGRAM
BROWN UNIVERSITY

As February approaches we thought we would share some resources for Black History Month. These resources touch on a range of topics that certainly deserve discussion throughout the year, and we hope that they will contribute to conversations to come.
- Freedom Now: The Civil Rights Movement in Mississippi
- A Forgotten History: The Slave Trade and Slavery in New England
- The Haitian Revolution
- Colonization and Independence in Africa

World Languages

Take students abroad through Nearpod

Nearpod is a GREAT app that allows you to control an **interactive** presentation for students. You design it by putting in photos, videos, interactive maps, etc. allowing students to experience things on their own device at their desk. It even has a 360° feel to it as students can maneuver their device as if they were actually there. Whether students have iPads or laptops, this app will still work for you. Students' answers can come in the form of a drawing, a typed word/sentence, multiple choice, etc. This is a wonderful form of **formative assessment** for your students as you can see their answers before you move along to the next slide for the class. You can even use model student answers to show the rest of the class on their own screens and/or on the large projection screen in your classroom. This is a fantastic tool to get your students to **produce language** in a written form and allow them to listen/watch things on their own devices during a class period. You can even use it to provoke communicative activities with the drawings or responses from other students in the classroom. I highly recommend that you give it a shot and see what your students think!!

Why try this with your students?
- You control the speed of the lesson for the students.
- This is a truly interactive technology- not a "sit and get" or "teacher do – students watch."
- You see your students' progress along the way to know who needs more help or more of a challenge.
- You can provide immediate feedback to students.
- You can celebrate students' responses immediately.
- Students will enjoy alternative response options.

Try one from the field:

A big "thank you" to **Jacob Vink, Spanish teacher at Zionsville West Middle School** for sharing a link to his Nearpod for students for you to visit La Boquería in Barcelona! **https://goo.gl/V3xRSa**
If you have a great idea to share, send it my way!

Meet your Specialist

As this is our first Toolbox, I wanted to make sure that Indiana's world language educators knew who is their advocate and the one who will be sending out ideas and strategies throughout the year! I was a Spanish teacher for over 10 years and a school administrator for 4 teaching primarily at the middle & high school levels. I have been highly involved with IFLTA, IN-NELL, CSCTFL and IAATSP throughout my career. I happily volunteer to support student & teacher exchanges both inbound and outbound because I know the impact both have on our Hoosier learners!

Upcoming Events – World Languages
IN-NELL Conference – Sat., February 20, 2016 "Focus on Proficiency"   www.in-nell.net
Central States Conference – March 10-12, 2016 Columbus, OH   www.csctfl.org
Global Crossroads Conference – June 20, 2016 "Connect, Engage, Exchange" More details soon!

Resources:

ACTFL Can-Do Statements: Visit the link below to make sure you and your students know what proficiency level you're working toward and how to identify when you've gotten there!
http://goo.gl/Ai5FC3

Content News

Seal of Biliteracy: Status Update
At present time, the Seal of Biliteracy is undergoing public comment. If all goes smoothly through the remainder of the process, the Final Rule (IC 20-30-14.5) is expected to be submitted to the Attorney General and the Governor by April 2016. More guidance for schools will be released once the Final Rule is signed.

Specialist Contact

Jill Woerner
Global Learning and World Languages Specialist
jwoerner@doe.in.gov
317-234-5705

Business, Marketing, Information Technology, & Entrepreneurship

Formative Assessment Idea

Try utilizing "Windshield Check" as your next formative assessment. Ask the students aloud in a questioning voice, "Windshield Check?" The student's possible responses can be "clear," "bugs," or "mud." At this point have the "clear" and "bugs" students work together while the teacher works with the "mud" students. This formative assessment is a lot of fun for the students.

For clarification of what a formative assessment is or is not, read this position paper from The National Council of Teachers of English:
http://www.ncte.org/library/NCTEFiles/Resources/Positions/formative-assessment_single.pdf.
The paper includes a table showing how formative assessments should be used to evaluate student learning.

Resource:

Looking for more formative assessment ideas? Checkout this link to 60 formative assessment strategies!
http://www.stma.k12.mn.us/documents/DW/Q_Comp/FormativeAssessStrategies.pdf

Student Opportunity

Microsoft Imagine Academy

Did you know that you can offer Microsoft MOS and MTA certifications to your students for **FREE**? If your school offers Computer Science courses, Computer Tech Support, Digital Applications and Responsibility, or the Networking courses, you may apply to be considered for a site license or vouchers for your school/students. Complete the application survey at
https://www.surveymonkey.com/r/VMJXL78

Summer Professional Development?

Please send ideas for summer professional development requests to Dena so a plan of action can begin to develop based on your suggestions. Some possible training includes: Computer Science (programming), Microsoft Office, Windows 10, Work-Based Learning, Project-Based Learning, and more.

Content News

Updated course frameworks are being reviewed currently prior to approval and distribution on the DOE website. More news will be coming!

Program Leader Contact

Dena Irwin
dirwin@doe.in.gov
317.232.0502

Family and Consumer Sciences and Work Based Learning

New Dietary Guidelines to incorporate in Nutrition

The New Dietary Guidelines support healthy choices for all Americans. To find out the top 10 things you should know about the new guidelines, visit :
http://health.gov/news/dietary-guidelines-digital-press-kit/2016/01/top-10-things-you-need-to-know/

WBL Strategy

Transition your partnership strategy to this model

➢ Find Partners
➢ Identify a Problem
➢ Design a Solution

Get Involved: Indiana FCCLA/ProStart February 25-27

Volunteer for STAR Events
How to Volunteer for Thursday evening February 25th or Friday morning February 26th.
https://docs.google.com/forms/d/1fH9e5yxyWAXgoNjPujhrM3cr6OC0d1tS8RPo45ONbK8/viewform?usp=send_form
Volunteer for State Projects
State Project evaluation will be Thursday Feb. 25th from 5-9pm and Friday Feb. 26th from 8-1 pm. If you are able to evaluate please contact **Dr. Lisa Mayberry - Ball State - the State Projects Coordinator - ldmayberry@bsu.edu Volunteer for ProStart/FCCLA Culinary Competition**
The ProStart Culinary competition needs timers. Your commitment will be on Friday, Feb. 26th. To volunteer please contact Alyson McIntyre-Reiger at
amreiger@doe.in.gov

Celebrate CTE Month this February

Use social media to help recognize the following groups during CTE month and use the new campaign, I am CTE, I am Indiana's Future.
- February 1-5: Current Students
- February 8-12: Industry Partners
- February 15-19: Former Students
- February 22-26: Teachers

Professional Development

Spring Family and Consumer Sciences conference
April 21st-April 22nd
Ivy Tech Corporate College
2820 N. Meridian St. Indianapolis, IN
http://www.inafcs.org/meetings--conferences-vpd-virtual-professional-development.html

Specialist Contact

Alyson McIntyre-Reiger
317.232.9168   amreiger@doe.in.gov